

**PRE-APPROVED EL CIVICS OBJECTIVES  
FOR THE 2003-2004 SCHOOL YEAR**

To assist agencies with implementation of EL Civics for the 2003-2004 school year, a list of forty-five pre-approved objectives and four sample additional assessments are listed below. The forty-five objectives represent the priority civic areas of student need identified by the field during the 2002-2003 school year. Agencies and corresponding student populations will select from this list to implement EL Civics instruction.

- Priority civics objectives are organized according to a taxonomy similar to the CASAS competency list:
  - CE = Consumer Economics
  - CR = Community Resources
  - H = Health
  - E = Employment
  - GL = Government and Law
- Options for Choosing Objectives:
  - Objectives are numbered 1-45, and agencies may select 3-5 objectives per site.
  - Objectives 19 and 38-45 specifically focus on the citizenship and naturalization process.
  - Objectives used last year or new objectives, different from 1-45, require consultation with the Program Specialist. (All such objectives must be submitted for formal approval even if approved last year.)
  - In this third year, we will approve only those objectives that are clearly civics oriented. Therefore, objectives focusing on personal needs – such as writing checks, using public transportation, or becoming computer literate – will not be approved.
- Objectives are broadly written. Agencies may choose to use all or part of an objective. For example, when using the objective of “Identify how, when, and where to obtain free or low-cost medical, dental, and other health care services”, an agency may choose to focus on medical services only, dental services only, other health care services, or any combination thereof.
- Identify your objectives following this example:

Agency Objectives	Listed Priority Objectives
1	9
2	14
3	23

Pre Approved EL Civics Priority Objectives and 4 Sample Additional Assessments for 2003 - 2004

#	Competency Area/ Description	Civic Objective	Language/Literacy Objectives	Level
1	Consumer Economics – Banking	Identify, evaluate, and compare financial service options in the community such as banks, credit unions, check-cashing services, and credit cards.	<ol style="list-style-type: none"> <li>1. Read suggested financial statements; identify and define the specific vocabulary associated with financial institutions.</li> <li>2. Compare advantages and disadvantages of using banks, credit unions, cash, or credit to make purchases and pay expenses.</li> <li>3. Read and discuss credit card and bank statements.</li> <li>4. Discuss problems with a bank or credit card statement.</li> <li>5. Examine personal spending habits in order to identify ways to create a budget.</li> <li>6. Discuss and list issues of using credit cards and check-cashing services.</li> </ol>	IL-A
2	Consumer Economics – Complaints	Access community or commercial agencies to resolve a consumer complaint.	<ol style="list-style-type: none"> <li>1. Describe the problem.</li> <li>2. Identify and list appropriate agencies to contact.</li> <li>3. Use telephone directory to obtain contact information.</li> <li>4. Contact the appropriate agency to lodge a complaint by calling, email, writing a letter, filling out a form, in person.</li> <li>5. Make an oral or written complaint.</li> </ol>	IL-A
3	Consumer Economics – General	Develop a business plan for a small business.	<ol style="list-style-type: none"> <li>1. Chart the weekly production and selling cycles for a small business.</li> <li>2. Determine and list personal, financial, and business goals.</li> <li>3. Discuss the advantages and disadvantages of different suppliers.</li> <li>4. Determine how price of supplies is determined by various factors.</li> <li>5. Utilize value added techniques for different goals and services.</li> <li>6. Determine strategies to increase profit in a business and allocate profit back into the business.</li> <li>7. Prepare questions for a speaker who has successfully run a small business</li> </ol>	IL-A
4	Consumer Economics – Housing	Describe methods and procedures to obtain housing and related services including low-cost community housing.	<ol style="list-style-type: none"> <li>1. Name and identify various types of housing, areas of the home, and common household items.</li> <li>2. Ask appropriate questions to rent a unit.</li> <li>3. Select appropriate housing by interpreting classified ads, signs, and other information.</li> <li>4. Read and explain rental agreements.</li> <li>5. Read and be able to obtain, maintain, or cancel housing utilities.</li> <li>6. Discuss issues of concern with landlord.</li> <li>7. Read and discuss information about tenant and landlord rights.</li> </ol>	BL-A

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#	Competency Area/ Description	Civic Objective	Language/Literacy Objectives	Level
5	Consumer Economics- Housing	Interpret renters' rights, lease and rental agreements	<ol style="list-style-type: none"> <li>1. Identify terms used in lease and rental agreements.</li> <li>2. Read adapted lease and rental agreements.</li> <li>3. Identify features of a lease.</li> <li>4. Compare common information found in a lease.</li> <li>5. Identify agencies that can provide assistance with lease and rental issues.</li> <li>6. Assemble a list of agencies.</li> <li>7. Read a lease or rental agreement and determine whether or not to accept the agreement based on the issues studied.</li> <li>8. Fill out a standard rental agreement.</li> </ol>	IL-A
6	Consumer Economics- Housing	Identify basic housing issues, including home maintenance problems, and advocate for solutions.	<ol style="list-style-type: none"> <li>1. Research and identify options for rental, purchase, or temporary shelter/housing.</li> <li>2. Read and discuss how to obtain housing and related services.</li> <li>3. Discuss issues students encounter as tenants.</li> <li>4. Read about and identify tenant rights and options for conflict resolution.</li> <li>5. Report maintenance problems to landlord.</li> </ol>	BH-A
7	Consumer Economics – Insurance	Identify effective ways to safeguard families and homes	<ol style="list-style-type: none"> <li>1. Follow verbal instructions given in a CPR workshop to demonstrate knowledge of First Aid and CPR.</li> <li>2. Demonstrate appropriate procedures for reporting crimes, accidents, or other emergencies.</li> <li>3. Participate in a discussion led by a police officer about self-defense, gang violence, and domestic abuse.</li> <li>4. Research and list the most effective methods for reducing the risk of burglary, theft, and sexual assault.</li> <li>5. Access the Department of Motor Vehicles website and explain the basics of driving safely in the U.S.</li> </ol>	BH-IL

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8	Community Resources – Advocacy	Identify a local community need or civic-oriented complaint; research, and address the issue.	<ol style="list-style-type: none"> <li>1. Discuss issues that most affect your community.</li> <li>2. Analyze and categorize possible responses.</li> <li>3. Research departments of city government.</li> <li>4. Interview staff of the appropriate department.</li> <li>5. Design a petition that could be submitted to the City Council to recognize needs.</li> <li>6. Use persuasion to speak and/or write to convince city officials about the critical consumer needs.</li> <li>7. Report, orally or in writing, contacts with appropriate individuals or organizations and action taken.</li> </ol>	IL-A
9	Community Resources – Childcare	Locate and analyze preschool and childcare services in the community.	<ol style="list-style-type: none"> <li>1. *Locate and identify preschool or daycare services including family daycare.</li> <li>2. *Develop questions to ask the service providers.</li> <li>3. Invite a speaker to address the questions.</li> <li>4. *Develop an observation checklist to use while visiting a preschool /daycare center.</li> <li>5. *Plan and visit a preschool/daycare center.</li> <li>6. *Report back to class using the checklist.</li> </ol>	BL-A
10	Community Resources – Directory	Locate and map important places in the community, the state, and the country.	<ol style="list-style-type: none"> <li>1. *Make a map of the local neighborhood or city.</li> <li>2. Write scripts and perform language functions needed to collect information and take mini-fieldtrips.</li> <li>3. Research and report to the group about transportation options (i.e., prices, distance) for field trip.</li> <li>4. Locate maps on the Internet.</li> </ol>	BL-IH

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11	Community Resources – Diversity	Research and describe the cultural backgrounds that reflect the local cross-cultural society.	<ol style="list-style-type: none"> <li>1. *Write and report personal information: name, place of birth, and native language.</li> <li>2. Write scripts needed to ask questions about cultural assets.</li> <li>3. *Interview classmates using scripts.</li> <li>4. *Identify classmates' countries of origin on a map.</li> <li>5. *Read stories about different cultures.</li> <li>6. Using English, teach words in their first language to speakers of other languages.</li> <li>7. Write an original story or folk tale.</li> <li>8. Write a personal narrative.</li> <li>9. Interview a student in another ESL level and write a narrative about that student.</li> <li>10. Interact with other student speakers and take notes.</li> <li>11. Arrange, take, and document mini-cultural exchange trips with classmates.</li> <li>12. Read and talk about history of race relations (and other issues) in the U.S.A and in students' home countries.</li> <li>13. Research and describe to others how different cultures resolve various issues: (e.g., childcare, elder care, and/or the environment).</li> <li>14. Write or email a classmate, teacher, or student at another school, or a local or national organization regarding information about this project.</li> <li>15. Search the Internet to find local regional information (employment, statistics, maps) as they relate to cross-cultural and societal issues.</li> </ol>	BL-A
12	Community Resources – DMV	Describe and access services offered at DMV and read, interpret and identify legal response to regulations, roadside signs, and traffic signals.	<ol style="list-style-type: none"> <li>1. *Identify and interpret traffic lights, and signals.</li> <li>2. *Identify and interpret regulatory and warning signs.</li> <li>3. *List requirements for driver licensing and other licensing information.</li> <li>4. Discuss law enforcement penalties related to child safety seats and seat belt regulations.</li> <li>5. Identify various types of vehicles for the purpose of reporting accidents.</li> <li>6. Identify basic car parts for the purpose of reporting accidents.</li> </ol>	BL-IH

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13	Community Resources – Education	Interact with the local school system regarding children's education.	<ol style="list-style-type: none"> <li>1. Using a map or written directions, find essential physical locations on a school campus.</li> <li>2. Participate in a conference with a child's teacher(s).</li> <li>3. Read and write school correspondence.</li> <li>4. Assist children with homework.</li> </ol>	BH-IH
14	Community Resources – Education	Identify educational opportunities and research education/training required to achieve a personal goal.	<ol style="list-style-type: none"> <li>1. Listen to a representative from a counseling office present educational options. Ask questions; take notes.</li> <li>2. Research job opportunities at resources such as "Tomorrow's Jobs" at U.S. Department of Labor website.</li> <li>3. Identify one job of interest and the education/training required.</li> <li>4. Research the education/training providers available in the local community, such as local adult schools and ROPs. Present findings of special interest to class.</li> <li>5. Read and analyze admission applications for community schools.</li> </ol>	BH-A
15	Community Resources – Emergency	Demonstrate basic knowledge and awareness of the emergency services available in the community and ways to contact and use emergency services and legal assistance agencies.	<ol style="list-style-type: none"> <li>1. * Demonstrate proper use of the telephone for contacting emergency service agencies.</li> <li>2. *Use appropriate language on the telephone to call local community emergency services: fire department, police department, hospital etc.</li> <li>3. *In an emergency, use English to ask for someone who speaks the student's native language.</li> <li>4. *Identify safety and emergency signs normally posted in the community, e.g. hospital, slow, caution, reduced speed, stop signs, etc.</li> <li>5. * Use telephone book or other resource to locate legal assistance agencies.</li> </ol>	BL-BH

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16	Community Resources – Emergency	Follow appropriate procedures and access community-assistance agencies available in the case of an emergency or disaster.	<ol style="list-style-type: none"> <li>1. *Discuss what constitutes an emergency or disaster, listing examples.</li> <li>2. *Read selections describing past or possible future emergencies. Discuss how people responded and the role of assistance agencies.</li> <li>3. Interview someone from the local community who has survived an emergency or disaster (earthquake, flood, etc.).</li> <li>4. Use the Internet, phone book, library etc. to locate assistance agencies available in the community.</li> <li>5. Write letters, telephone, or use e-mail to contact a local agency to arrange a classroom speaker or visit to the agency site.</li> <li>6. Prepare appropriate questions and interview agency representatives.</li> <li>7. *Describe, either orally or in writing, the appropriate steps to take in response to specific types of emergencies.</li> </ol>	BL-AH
17	Community Resources – Family	Analyze community resources and find appropriate ways to solve family problems (teenage children, substance abuse, spousal abuse).	<ol style="list-style-type: none"> <li>1. Discuss challenges found within the family.</li> <li>2. Locate family help agencies in community using the Internet and other resources.</li> <li>3. Prepare interview questions and practice interviewing.</li> <li>4. Interview agency representatives and report back.</li> <li>5. Discuss and list solutions.</li> <li>6. Chart findings.</li> </ol>	IL-A
18	Community Resources – Senior Services	Access services in the community available to seniors.	<ol style="list-style-type: none"> <li>1. Identify need to be addressed.</li> <li>2. Determine appropriate category of service to be sought.</li> <li>3. Identify sources to find needed service using phone book, resource listings, personal referral, internet, etc.</li> <li>4. Contact services to determine if they can meet identified need.</li> </ol>	BH-IH
19	Community Resources – Immigrant Resources <i>Note: Can also be used as Citizenship Preparation Objective</i>	Access local and state agencies that specialize in immigrant rights and orientation to the new culture.	<ol style="list-style-type: none"> <li>1. Name and distinguish the differences among immigrant status categories.</li> <li>2. Read adapted texts of the U.S. Bill of Rights and Amendments.</li> <li>3. Read adapted texts of immigrant and naturalized citizens' rights.</li> <li>4. Compare and contrast citizens' and immigrants' rights.</li> <li>5. Locate and read about local and state agencies that support immigrant issues.</li> <li>6. Ask for information about agency services and fees.</li> </ol>	BH-A

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20	Community Resources – Parenting	Describe and evaluate children’s extra-curricular community activities.	<ol style="list-style-type: none"> <li>1. Discuss the connection between extra-curricular activities and a healthy mind, body, and spirit.</li> <li>2. Research various extra-curricular activities throughout the community.</li> <li>3. Develop a list of questions to ask an activities director.</li> <li>4. Make an appointment to discuss the activities with an activity director.</li> <li>5. Arrange to visit an activity session.</li> </ol>	BH-A
21	Community Resources – Parenting	Access resources on parenting skills that help children at different levels of development.	<ol style="list-style-type: none"> <li>1. Discuss parenting issues of concern including child safety.</li> <li>2. *Read and identify basic vocabulary related to parenting.</li> <li>3. *Label pictures with appropriate vocabulary learned.</li> <li>4. *Use the phone book, the Internet, or other local resources to find services and information on parenting.</li> <li>5. Compile a list of community resources, classes, and services to assist parents.</li> <li>6. List activities that parents can use to insure child safety such as walking child to bus stop, school.</li> <li>7. Discuss stages of child development.</li> <li>8. Develop and explain a visual presentation of the stages of child development (e.g. chart, poster, PowerPoint presentation).</li> <li>9. Discuss cultural differences related to parenting.</li> <li>10. Research American laws and penalties related to child abuse.</li> <li>11. *Prepare a list of questions for a guest speaker on parenting resources and services for a guest speaker.</li> <li>12. Present an oral or written report summarizing information learned.</li> </ol>	L-A
22	Community Resources – Recreation	Access leisure-time, cultural, and/or recreational resources.	<ol style="list-style-type: none"> <li>1. Consult newspapers and other media to identify performances to attend and facilities to visit.</li> <li>2. Organize ticket purchases, transportation, and other logistics.</li> <li>3. Read sample materials such as posters or playbills.</li> <li>4. Interact with other patrons, organizers, and artists/performers at the event or facility.</li> <li>5. Predict and discuss expectations.</li> <li>6. Discuss, re-enact and summarize the experience.</li> <li>7. Read maps, schedules, floor plans, and/or computer screen information.</li> </ol>	BH-A



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23	Community Resources – Resources	Access appropriate websites, yellow pages, and the library to obtain relevant and/or pertinent community service information.	<ol style="list-style-type: none"> <li>1. Read and interpret web pages.</li> <li>2. Enter information on-line.</li> <li>3. Access and use the Internet.</li> <li>4. *Locate specific services and read ads in the yellow pages.</li> <li>5. *Use library services.</li> </ol>	BL-A
24	Community Resources – Security	Describe ways, such as neighborhood watch, to prevent personal accidents and avoid becoming a crime victim.	<ol style="list-style-type: none"> <li>1. Identify various accidents that commonly occur at home.</li> <li>2. Research literature pertaining to safety at home.</li> <li>3. Categorize common home-related accidents by their sources.</li> <li>4. Describe ways to prevent accidents related to falls, poisons, burns, cuts, firearms, electric shocks, and water.</li> <li>5. Explain and role-play proper use of the 911 emergency phone number.</li> <li>6. Identify various types of accidents that commonly occur with vehicles.</li> <li>7. Read and summarize literature pertaining to vehicles, bicycles, and pedestrian safety.</li> <li>8. Review and list driving regulations that pertain to safety.</li> <li>9. Identify and research various common crimes.</li> <li>10. Explain what to do if you see a crime being committed and describe how to report it.</li> <li>11. Describe precautions that can be taken at home to deter crime.</li> <li>12. Identify and list city/police department requirements for establishing a neighborhood watch program.</li> <li>13. Complete the necessary forms and other paperwork required for implementing the program.</li> <li>14. Report (verbal or written) suspicious activities or crimes in their neighborhood.</li> </ol>	BH-A
25	Community Resources – Volunteers	Identify and describe volunteer opportunities in the community.	<ol style="list-style-type: none"> <li>1. Identify local community organizations that use volunteers.</li> <li>2. Develop questions related to involvement in volunteer activities.</li> <li>3. Invite speakers or plan a fair for volunteer organizations.</li> <li>4. Write or speak about a volunteer activity participated in or researched.</li> </ol>	BH-A

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26	Health – Costs	Identify how, when, and where to obtain free or low cost medical, dental, and other health care services.	<ol style="list-style-type: none"> <li>1. Develop a list of questions to ask community health agencies.</li> <li>2. Use telephone directory, related publications, Internet resources, or teacher related list to identify which agencies to call.</li> <li>3. Call community health agencies and obtain answers to questions.</li> <li>4. Record answers to questions.</li> <li>5. Share the results of inquiries with classmates.</li> </ol>	BH-IH
27	Health – Emergencies	Participate in CPR and First aid training and demonstrate knowledge of health and safety precautions.	<ol style="list-style-type: none"> <li>1. Read the American Red Cross booklet.</li> <li>2. *Discuss and demonstrate first aid skills.</li> <li>3. *Interpret emergency words or signs.</li> <li>4. *Identify and discuss safety measures that can prevent accidents and injuries.</li> <li>5. *Respond to CPR trainer's instructions.</li> <li>6. *Discuss and demonstrate CPR procedures.</li> </ol>	BL-A
28	Health – Health Care	Access the health care system and be able to interact with the providers.	<ol style="list-style-type: none"> <li>1. List local health care agencies and facilities in the community.</li> <li>2. Develop a list of questions to ask community health care providers.</li> <li>3. Contact health care agencies/providers to ask questions, to invite a speaker, or arrange a field trip.</li> <li>4. Describe symptoms of an illness using body- part identification nouns and descriptive adjectives.</li> <li>5. Perform actions in response to a physician's directions/instructions in a role-play.</li> <li>6. Complete a medical health history form.</li> <li>7. Identify and discuss immunization requirements and interpret immunization charts.</li> <li>8. Evaluate medical and dental insurance information.</li> <li>9. Ask for explanations of a medical bill and payment plan.</li> <li>10. Explain medicine labels and medical warning labels.</li> <li>11. Role-plays emergency calls and list basic first aid procedures.</li> <li>12. Make medical appointments and transfer appointment information onto a calendar.</li> <li>13. Respond appropriately to recorded messages and leave health-related messages on an answering machine.</li> </ol>	BH-IH

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29	Health – Insurance	Interpret medical insurance coverage and resolve insurance coverage problems and issues with medical service providers.	<ol style="list-style-type: none"> <li>1. Read and discuss information that explains types of insurance coverage (HMOs, PPOs, etc.).</li> <li>2. Compare types of services offered by different medical programs.</li> <li>3. Write letters to various insurance providers requesting information about services offered.</li> <li>4. Write letters inviting representatives from local insurance providers to speak to the class.</li> <li>5. Interview guest speakers regarding pros and cons of different types of medical coverage.</li> <li>6. Using information collected, locate information regarding grievance procedures and governmental oversight agencies.</li> <li>7. Review forms and information required for a grievance claim.</li> <li>8. Role-play contact with an insurance company and the steps required to resolve a problem or grievance.</li> </ol>	IL-A
30	Health – Pharmacy	Demonstrate how to use pharmacies/drug stores and medicines.	<ol style="list-style-type: none"> <li>1. *Use basic vocabulary related to obtaining and using medicines.</li> <li>2. Read and discuss directions on medicine labels.</li> <li>3. Prepare for a visit to a pharmacy.</li> <li>4. Contrast prescription and non-prescription medicines.</li> <li>5. Evaluate insurance options and medical coverage.</li> <li>6. Use the telephone to access pharmacies.</li> <li>7. Discuss possible side effects of common medicines.</li> </ol>	BL-A
31	Health – Substance Abuse	Locate and describe available resources in the community for prevention and treatment of alcohol, tobacco, and other drug abuse.	<ol style="list-style-type: none"> <li>1. Read about and discuss the symptoms of alcohol and drug abuse.</li> <li>2. Develop a list of local substance abuse resources.</li> <li>3. Write and distribute flyers highlighting local resources.</li> <li>4. Discuss ways of handling situations related to alcohol and drug abuse.</li> <li>5. Role-play contacting a professional regarding alcohol and drug abuse concerns.</li> </ol>	BH-A

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32	Employment – Job Requirements	Locate, analyze, and describe job requirements, including licenses and/or credentials, or occupations in the U.S.	<ol style="list-style-type: none"> <li>1. Discuss and participate in a class survey of interests/needs related to specific occupations or job classifications.</li> <li>2. Discuss ways to locate additional employment related information.</li> <li>3. Locate information regarding job requirements and licensing agencies.</li> <li>4. Write to appropriate agencies or local resources requesting information on licensing/credentialing or skills requirements for selected occupations.</li> <li>5. Interview representatives of selected occupations regarding skills and licensing requirements.</li> <li>6. Summarize and compare information gathered.</li> <li>7. Make an oral presentation or prepare a written information sheet explaining the requirements of one occupation of interest to the student.</li> </ol>	BH-A
33	Employment – Resources	Identify and access employment and training resources needed to apply for a job	<ol style="list-style-type: none"> <li>1. Identify local employment opportunities and the skills, training and education required for them.</li> <li>2. Identify employment or training agencies and describe their services.</li> <li>3. Access employment and training information by using community resources such as library, school catalogs, yellow pages, and/or the Internet.</li> <li>4. Analyze and evaluate descriptions of job duties, wages, and benefits.</li> <li>5. Ask for information about prospective jobs on the telephone or in person.</li> <li>6. Interpret and complete a job application.</li> <li>7. Create a resume.</li> <li>8. Demonstrate successful job interview techniques.</li> </ol>	BH-A
34	Employment – Resources	Identify, describe, select, and access free or low-cost employment-related services available in the area.	<ol style="list-style-type: none"> <li>1. Develop questions to ask a service provider.</li> <li>2. Interview an employment services provider and ask basic informational questions during field trip to employment services agency.</li> <li>3. Chart available employment services comparing cost, services available, and proximity to the learner's home.</li> <li>4. Complete an eligibility form for free or low-cost employment services for self or family member.</li> </ol>	BH-A

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35	Employment – Rights	Identify and access procedures for protecting employment rights.	<ol style="list-style-type: none"> <li>1. Collect information about workers rights from government organizations (such as OSHA/EOC) and unions.</li> <li>2. List agencies which protect the rights of workers.</li> <li>3. Discuss examples of worker rights and possible violations.</li> <li>4. Develop a presentation using these examples (e.g. role play, poster).</li> </ol>	BH-A
36	Employment – Safety	Identify work-related safety standards and procedures.	<ol style="list-style-type: none"> <li>1. Discuss the significance of various safety related signs commonly found in the workplace.</li> <li>2. Read and interpret basic safety instructions.</li> <li>3. Identify safe work procedures and common safety equipment.</li> <li>4. Report unsafe working conditions.</li> <li>5. Identify and discuss causes of common work related accidents.</li> <li>6. Identify and discuss different forms of safety equipment and clothing used at worksites.</li> </ol>	BH-IH
37	Employment – Soft Skills	Compare and contrast U.S. workplace culture expectations with those of other cultures.	<ol style="list-style-type: none"> <li>1. Identify and list qualities of a good employee in their country.</li> <li>2. Discuss qualities expected of a good employee in the U.S.</li> <li>3. Identify differences in U.S. workplace communication styles.</li> <li>4. Discuss the differences in workplace behavior and communication in their countries and the U.S.</li> <li>5. Perform a role-play demonstrating knowledge of appropriate workplace communication.</li> <li>6. Create a guide entitled “Qualities of an Effective Employee” and post it.</li> </ol>	BH-A
38	Government and Law – Citizenship Preparation <i>Note: Can also be used as Citizenship Preparation Objective</i>	Identify the basic organization of state and local/county government.	<ol style="list-style-type: none"> <li>1. Identify the structure of the local/county government and develop a flow chart.</li> <li>2. Identify local/county government officials.</li> <li>3. Plan a visit to a local/county facility.</li> <li>4. Arrange for a guest speaker.</li> <li>5. Write thank you letters.</li> <li>6. Develop a community resource directory of local/county agencies.</li> <li>7. Maintain a portfolio-containing vocabulary lists, flow charts, pre and post surveys, Field Trip/Speaker feed back forms, monthly calendar of events.</li> </ol>	IL-A

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#	Competency Area/ Description	Civic Objective	Language/Literacy Objectives	Level
39	Government and Law – Citizenship Preparation <i>Note: Can also be used as Citizenship Preparation Objective</i>	Identify and discuss the voting process including rights and responsibilities and the political process in the U.S.	<ol style="list-style-type: none"> <li>1. Identify voter qualifications.</li> <li>2. Interpret and complete a voter registration form.</li> <li>3. Interpret a sample ballot.</li> <li>4. Compare and contrast candidates' stands on various issues.</li> <li>5. Communicate one's opinion on a current issue.</li> <li>6. Interpret information about special interest groups.</li> <li>7. Participate in a mock election.</li> </ol>	IL-A
40	Government and Law – Citizenship Preparation <i>Note: Can also be used as Citizenship Preparation Objective</i>	Respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process.	<ol style="list-style-type: none"> <li>1. Discuss basic historical events or patriotic symbols.</li> <li>2. Describe the colors and design of the American flag and discuss the meaning of the stars and stripes.</li> <li>3. Identify and describe the three branches of American government.</li> <li>4. Identify three levels of American government and describe their major functions.</li> <li>5. Write dictated sentences about U.S. history and government.</li> <li>6. Discuss appropriate responses for the 100 questions Citizenship Test.</li> <li>7. In role-play situation, give correct answers to questions about U.S. History and government commonly asked in the INS interview.</li> </ol>	IL-A
41	Government and Law – Citizenship Preparation <i>Note: Can also be used as Citizenship Preparation Objective</i>	Respond correctly to personal information questions found on the INS Form 400 in order to be successful in the naturalization process.	<ol style="list-style-type: none"> <li>1. Complete sample forms or simple notes with information of a personal or biographical nature and Form N-400 (for Naturalization).</li> <li>2. Respond to personal information questions.</li> <li>3. Write dictated sentences about personal information.</li> <li>4. Respond appropriately to questions based on allegiance.</li> <li>5. Demonstrate understanding of simple conversations and learned dialogues related to INS interviews, and Swearing-in Ceremony.</li> </ol>	IL-A
42	Government and Law – Citizenship Preparation <i>Note: Can also be used as Citizenship Preparation Objective</i>	Identify people and events in state and local history.	<ol style="list-style-type: none"> <li>1. Interpret a flow chart about local and state government leaders.</li> <li>2. Develop a chart showing individuals importance in state and local government.</li> <li>3. Identify historical figures and events in the community.</li> </ol>	IL-AH

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#	Competency Area/ Description	Civic Objective	Language/Literacy Objectives	Level
43	Government and Law – Environment <i>Note: Can also be used as Citizenship Preparation Objective</i>	Identify environmental problems and recognize appropriate steps for resolution.	<ol style="list-style-type: none"> <li>1. Interview community members or take notes to determine key environmental issues.</li> <li>2. Identify environmental problems when prompted by a visual, reading material and discussion group.</li> <li>3. Identify phone numbers and/or web pages of community organizations concerned with environmental issues.</li> <li>4. Write letters to community organizations that address environmental issues.</li> <li>5. Call community organizations to make an appointment and/or find out how to attend community meetings to discuss concerns and advocate for resolution.</li> <li>6. Obtain and follow directions to local meeting.</li> </ol>	IL-A
44	Government and Law – ID Cards <i>Note: Can also be used as Citizenship Preparation Objective</i>	Identify, access, and complete an application to agencies that provide identification cards such as the DMV and various Consulate Offices.	<ol style="list-style-type: none"> <li>1. Provide orally or in writing personal information necessary for filling out an application.</li> <li>2. Use the correct format to write personal information (first, middle, and last name, address, phone number, etc.).</li> <li>3. Fill out a basic application correctly.</li> <li>4. Use the Internet to research agencies that provide identification cards.</li> <li>5. Use the telephone to call an agency for general information.</li> <li>6. Use the Internet to download a copy of an application for an identification card.</li> <li>7. Complete the identification card application correctly.</li> </ol>	IL-IH
45	Government and Law – Law <i>Note: Can also be used as Citizenship Preparation Objective</i>	Identify common laws, ordinances, and individual rights and procedures for obtaining legal help.	<ol style="list-style-type: none"> <li>1. Identify and discuss common legal issues.</li> <li>2. Research neighborhood crime-watch organizations; suggest ways to protect personal property.</li> <li>3. Compare and discuss legal procedures in learners' native countries.</li> <li>4. Discuss the basic features of the U.S. court system.</li> <li>5. Outline procedures for obtaining legal help.</li> </ol>	IL-IH

### EXAMPLES OF ADDITIONAL ASSESSMENTS

The following chart contains examples of additional assessments that might be used to assess EL Civics students. They relate to objectives #28, #4, #42, and #23.

Objective	Civic Objective Description	Intended Level	Assessment Type and Description	Rubric	Rating Scale
28	Access the health care system and interact with the providers, and advocate for patient care.	BH-IH	<p>Type: Portfolio</p> <p>Description: Students will be assessed on the portfolio that they maintain during instruction. The portfolio will contain:</p> <ol style="list-style-type: none"> <li>1. A chart showing local health care centers, their locations, costs, and areas of specialty</li> <li>2. Written response to four pre-determined questions asked of a speaker on health care services</li> <li>3. Written paragraph describing the qualities the student looks for when choosing a doctor</li> <li>4. Completed Medical History Form</li> <li>5. Two completed classroom assignments with a brief written explanation of why these particular</li> </ol>	<p><b>1. Chart: 10 points possible:</b></p> <p>10 = Student has included all agencies in the area and all information is accurate.</p> <p>7 = Student has included most of the agencies and there are some minor mistakes in the information.</p> <p>4 = Student has included less than half of the agencies. Some information is accurate.</p> <p>1 = Student has listed the agencies but provides no information.</p> <p>0 = No chart.</p> <p><b>2. Response to Speaker: 4 points</b></p> <p>Students has recorded</p> <p>4 = four correct answers</p> <p>3 = three correct answers</p> <p>2 = two correct answers</p> <p>1 = one correct answer</p> <p><b>3. Written Paragraph: 3 points</b></p> <p>3 = 3 examples listed</p> <p>2 = 2 examples listed</p>	<p><b>30 Possible Points</b></p> <p>Passing:</p> <p>IH = 25 pts</p> <p>IL = 18 pts</p> <p>BH = 10 pts</p>



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Objective	Civic Objective Description	Intended Level	Assessment Type and Description	Rubric	Rating Scale
			<p>assignments were chosen for the portfolio</p> <p>6. Completed questionnaire in which the student reflects on the process of maintaining a portfolio</p>	<p>1 = 1 example listed</p> <p><b>4. Medical History Form: 3 points</b></p> <p>3 =The form is complete with appropriate information.</p> <p>2 =The form is mostly complete. Some information is not appropriate.</p> <p>1= The form is mostly incomplete. There are many inappropriate entries.</p> <p><b>5. Classroom Assignments: 2 points</b></p> <p>2 = 2 assignments and explanation are included.</p> <p>1= 1 assignment and explanation is included.</p> <p><b>6. Reflection: 4 points</b></p> <p>4 = Questionnaire is complete with appropriate responses.</p> <p>3 = Most of the questionnaire is complete with mostly appropriate responses.</p> <p>2= Some of the questionnaire is complete and/or responses are not appropriate.</p> <p>1= Little of the questionnaire is complete.</p>	

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Objective	Civic Objective Description	Intended Level	Assessment Type and Description	Rubric	Rating Scale
4	Identify methods and procedures to obtain housing and related services.	BL-A	<p>Type: Role Play</p> <p><b>Part I</b> (BH, IL, IH, A)</p> <p>Description: Students will perform a role play that includes:</p> <ol style="list-style-type: none"> <li>1. An inquiry about a housing unit from an authentic (I-A) or adapted (BL-BH) classified ad</li> <li>2. The steps it takes to successfully secure a contract</li> <li>3. Resolution of a problem/issue related to the unit</li> </ol> <p>Student plays the role of the prospective tenant. Examiner plays the role of the landlord.</p> <p><b>Part II.</b> (BL).</p> <p>Description</p> <p>Student will participate in a role-play that includes an inquiry about a housing unit using a picture of a housing unit with a for rent sign.</p>	<p><b>Inquiry – 4 points.</b></p> <p>Student asks questions about at least</p> <p>4 = 5 aspects of the unit</p> <p>3 = 4 aspects of the unit</p> <p>2 = 3 aspects of the unit</p> <p>1 = 2 aspects of the unit</p> <p><b>Contract 4 points</b></p> <p>Asking questions about the contract, student addresses:</p> <p>4 = 4 housing rights issues</p> <p>3 = 3 housing rights issues</p> <p>2 = 2 housing rights issues</p> <p>1 = 1 housing rights issue</p> <p><b>Problems/Issues – 4 points.</b></p> <p>Student:</p> <p>4 = clearly raises an issue and fully resolves it with landlord.</p> <p>3 = somewhat clearly raises an issue and partially resolves it.</p> <p>2 = does not raise the issue, but it is inferred and resolved.</p> <p>1. Student does not raise the issue, but examiner leads student to it, and it is resolved.</p>	<p><b>12 Possible Points</b></p> <p>Passing:</p> <p>A = 12 pts</p> <p>IH = 9 pts</p> <p>IL = 6 pts</p> <p>BH = 4 pts</p> <p>BL = 2 pts</p>

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Objective	Civic Objective Description	Intended Level	Assessment Type and Description	Rubric	Rating Scale
			Student plays the role of the prospective tenant. Examiner plays the role of the landlord.		

Objective	Civic Objective Description	Intended Level	Assessment Type and Description	Rubric	Rating Scale
42	Students will be able to identify and summarize the content of selected U.S. historical documents.	IH-AL	<p>Type: Written and Oral Assessment:</p> <p>Description</p> <p>Part I</p> <p>Student will express the main idea of a specific U.S. historical document in their own words, discuss the importance of it, and give personal opinions.</p> <p>8 oral-response questions in the following areas:</p> <ul style="list-style-type: none"> <li>- Comprehension</li> <li>- Content/main idea</li> <li>- Personal opinion</li> </ul>	<p><b>Main Idea:</b></p> <p>Student:</p> <p>6 points = expresses the main idea and all supporting details of a document.</p> <p>4 points = expresses the main idea of a document with some but not all supporting details.</p> <p>2 = can express the main idea of a document with no details.</p> <p><b>Vocabulary:</b></p> <p>Student:</p> <p>6 points = demonstrates strong understanding of vocabulary and is able to infer meaning from context.</p> <p>4 points = demonstrates adequate understanding, but is not able to infer meaning from context.</p> <p>2 point = is able to provide a simple definition of 3 pre-selected words in the</p>	<p>Students must pass both oral and written parts of the assessment.</p> <p><b><u>Oral Total</u></b></p> <p><b>18 possible points</b></p> <p>Passing:</p> <p>A = 16 pts</p> <p>IH = 12 pts</p> <p>IL = 8 pts</p>

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Objective	Civic Objective Description	Intended Level	Assessment Type and Description	Rubric	Rating Scale
			<p>Part II: Written Assessment:</p> <p>Student will respond in paragraph format to question about 2 excerpts from different historical U.S. documents.</p> <p>Questions will address the following areas:</p> <ul style="list-style-type: none"> <li>- Two questions regarding document identity and content</li> <li>- One question in which a student will provide his opinion as relating to the document.</li> </ul>	<p>document.</p> <p><b>Importance of document</b></p> <p>Student:</p> <p>6 points = provides 3 or more examples for the importance of a historical document.</p> <p>4 points = provides 2 or examples for the importance of a historical document.</p> <p>2 point = provides one example for the importance of a historical document.</p> <p><u>Written responses will be rated as follows:</u></p> <p>2 points = Identification is correct.</p> <p>2 points = Summary of content is correct.</p> <p>2 points = Opinion is expressed clearly.</p> <p>2 points = Grammar/sentence structure are correct.</p> <p>2 points = Paragraphs are well organized and cohesive.</p>	<p><b><u>Written Total</u></b> <b>10 possible points</b></p> <p>Passing:</p> <p>A = 8 pts</p> <p>IH = 6 pts</p> <p>IL = 4 pts</p>

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Objective	Civic Objective Description	Intended Level	Assessment Type and Description	Rubric	Rating Scale
23	Access appropriate websites, yellow pages, and/or the library to obtain relevant and/or pertinent community service information.	BH-A	Type: Observation Checklist Description: Student locates an agency that provides one service from a pre-agreed upon list. Student contacts the agency, requests information, and completes a chart showing the information.	Chart will contain correct information that includes: Location Telephone number Hours of operation Application Form required or not Availability of translators Documents needed Available public transportation Three services provided  Examiner checks yes/no for each required chart entry.	“Yes” for each piece of information recorded on the chart.  <b>Possible “yes” responses = 10</b>  Pass requires: A = 9 IH = 7 IL = 5 BH = 3